REVISED
DATE: May 22, 2005

2004-2005 No Child Left Behind – Blue Ribbon Schools Program

U. S. Department of Education

Cover Sheet

Name of Principal Ms. Patrice Renea Shipp

Official School Name Delano Elementary School

School Mailing Address 1716 Delano Rd.
(If address is P. O. Box, also include street address)

Memphis TN 38127-8699
City State Zip Code +4 (9 digits total)

County Shelby School Code Number 0145

Telephone (901) 416-3932 Fax (901) 416-3934

Website/URL http://www.memphis-schools.k12.tn.us/schools/delano.es/index.html Email Shippp@mcsk12.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent Dr. Carol Johnson

District Name Memphis City Schools Tel. (901_) 416-5300

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Wanda Halbert
(specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

PART I –ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U. S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of the findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U. S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U. S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, that state or district has corrected, or agreed to correct, the findings.

PART II– DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district:

__112__ Elementary schools
__25__ Middle schools
__4__ Junior high schools
__31__ High schools
__19__ Other

_191___ TOTAL

The above category designated as "Other" includes six career and technology schools, seven special schools, and six charter schools.

2. District Per Pupil Expenditure: _____8,326_____

   Average State Per Pupil Expenditure: ____6,997_____

SCHOOL

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. __2__ Number of years the principal has been in his/her position at this school.

   __1__ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grand Total
PreK	0	0	0	**7**			
K	26	26	52	**8**			
1	25	23	48	**9**			
2	19	19	38	**10**			
3	19	20	39	**11**			
4	22	21	43	**12**			
5	17	19	36	**Other**			
6	12	24	36				
	TOTAL STUDENTS IN THE APPLYING SCHOOL →						292

6. Racial/ethnic composition of the students in the school:

   __.4____ % White
   __99.2__ % Black or African American
   ___.4___ % Hispanic or Latino
   ____0___ % Asian/Pacific Islander
   ____0___ % American Indian/Alaskan Native

7. Student turnover, or mobility rate, during the past year: ___5____ %

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	2
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	14
(3)	Subtotal of all transferred students [sum of rows (1) and (2)	16
(4)	Subtotal in row (3) divided by total in row (4)	5
(5)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: ____.4__ %
____1__ Total Number Limited English Proficient

Number of languages represented:__1____
Specify languages:

9. Students eligible for free/reduced-price meals: __78____ %

Total number of students who qualify: __228___

10. Students receiving special education services: ___12____ %

___35_____ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the individuals with Disabilities Education Act.

__0__ Autism	__1__ Orthopedic Impairment
__0__ Deafness	__0__ Other Health Impaired
__0__ Deaf-Blindness	__0__ Specific Learning Disability
__0__ Emotional Disturbance	__5__ Speech or Language Impairment
__0__ Hearing Impairment	__0__ Traumatic Brain Injury
__0__ Mental Retardation	__1__ Visual Impairment Including Blindness
__0__ Multiple Disabilities	__0__ Emotional Disturbance

11. Indicate the number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	___1____	___0____
Classroom teachers	___16___	___0____
Special resource teachers/specialists	___0___	___3____

Paraprofessionals	5	0
Support staff	5	1
Total number	27	4

12. Average school student-"classroom teacher" ratio: 18:1

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	97%	97%	97%	97 %
Daily teacher attendance	97 %	98 %	96 %	98 %	97 %
Teacher turnover rate	22 %	.09 %	18 %	32%	18%

PART III– SUMMARY

Delano Elementary was built in 1957 to be used as a Shelby County School. The school became a Memphis City School prior to its opening when the Frayser community was annexed to the City of Memphis. Serving grades one through six, the school opened its doors in 1958. Desegregation laws led to the addition of Delano's first kindergarten classes in 1973. Four years later, in 1977, the Southern Association for Colleges and Schools accredited the school. During the fall of 1979, Delano was designated as a magnet/optional school with an emphasis on fundamental/basic skills. This designation as a magnet/optional school eliminated neighborhood boundaries as a criterion for attendance at Delano.

By 1985, as the country was moving into the information age, Delano began to shift its emphasis from a school that focused on basic skills to a school that emphasized learning through the use of technology. In 1991, seven teachers and seven parents petitioned the Optional Schools Office at Memphis City Schools to designate the school as a school for computer technology. This designation was granted in 1994, and the school acquired its first computers, along with other technological devices. With the granting of the petition to make Delano Elementary a school for computer technology, the school became one of the first groups of schools to be designated a Twenty-first Century School. Shortly afterward, computer workstations were installed in all classrooms. In 2001, Delano received an honor for being one of the top 100 wired schools in the United States by PC magazine.

Today, Delano Elementary continues to be a leader among elementary schools. The school's population consists of 99.2 percent African-American students, 0.4 percent white students, and 0.4 percent Hispanic students. There are no attendance boundaries for the school. The facilities of the school include twenty-one classrooms, an office suite, a teacher's lounge, a cafeteria, a computer lab, and three portable buildings. Two of the portables are used as regular classrooms while the other portable is used as a music classroom.

Delano's success is deeply rooted in the faculty and staff's commitment to achieving the school's mission. In carrying out its mission, Delano seeks to prepare all students to be successful citizens in the 21st Century. It is believed that this objective will be accomplished by educating all students to read with comprehension, write clearly, compute accurately, think, reason, and use information to solve problems. The school's mission is embodied in the school's strategic initiatives to help students excel academically and socially. The results of staff efforts have been above average performance on the state achievement

test in reading and language and one hundred percent proficiency on the state writing exam for two consecutive years.

Delano also accomplishes the goal of strengthening students' verbal, written, and analytical skills through its academic initiatives. The Arts Education Program helps students develop reading analysis skills that facilitate success in reading. Music classes which include band, strings, chorus, and piano help students learn to read music which allows them develop important analytical skills needed to be successful on reading achievement tests. An additional benefit of music classes is the increased concentration that students exhibit in activities that require great attention to detail. The primary benefit of Delano's Problem-Based Learning Initiative is the regular involvement of students in authentic learning experiences. Authentic learning experiences enable students to learn subject content in context and promote the acquisition of higher-order thinking skills among students. Students also encounter authentic learning experiences through the school's computer lab and daily television broadcasts via the school's closed-circuit network.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

The TCAP/AT Criterion Referenced assessment results for Delano Elementary indicate that students at Delano are performing substantially above others across the state on both the Reading/Language Arts and Mathematics subtests. For every grade level/subject combination there is a greater percent of Delano students who are proficient/advanced than is the case statewide. In most instances the differential favoring Delano students is 10 or more percentage points. Given that Delano is almost 100% black, the same positive differential exists for black students. The economically disadvantaged students at Delano also consistently outperform students across the state.

Specific examples of particularly outstanding performance are seen in the results fifth graders on both Reading/Language Arts and Mathematics. For the 2003-04 school year, 100% of Delano students were proficient/advanced in Reading/Language Arts whereas the statewide percentage is 83. For Mathematics, 98% of Delano students were proficient/advanced whereas the statewide percentage was 80.

Nationally, second- (80 percent) and third-grade students (78 percent) at Delano Elementary demonstrate some extent of proficiency in mathematics. Minimally, the majority of second graders can read numbers to 1000, compare and order numbers to 100, and identify half of a set. Students can also add and subtract numbers without regrouping, add coin values, and add and subtract to solve one-step problems. Third graders show some degree of content mastery when compared to third graders nationally. A substantial number of students know ordinal numbers, solve coin combination problems, add whole numbers with regrouping, and have basic estimation skills.

Both fourth graders (100 percent) and fifth graders (100 percent) show some extent of mastery of the mathematics content area. Students have a strong propensity for the manipulation of ordinal numbers, problem solving that involve coin combinations, whole numbers with regrouping, and basic estimation skills. Ninety-four percent of sixth-grade students demonstrate some degree of mastery in mathematics. At a minimum, students can compare and order decimals and solve one-step world problems using whole number operations.

Over the past few years, Delano has maintained a record of outstanding academic performance in the academic content areas of reading and mathematics. On a national level, ninety-three percent of second

graders at Delano Elementary show some degree of proficiency in reading. Most second-grade students can read and understand grade-level words and read beginning-level and first-grade books without assistance. The vast majority of second-grade students are also able to use details to draw conclusions. Nationally, eighty-four percent of third-grade students at Delano show some degree of mastery of reading content. At a minimum, students can identify synonyms for grade-level words and use context clues to define common words.

Fourth- (98 percent), fifth- (100), and sixth- (97 percent) grade students show some extent of mastery in the reading content area when compared to other students at their grade levels nationally. Like third graders, fourth-grade students can identify synonyms for grade-level words, use context clues to define common words, identify characters' feelings, provide limited support for their answers, and transfer information between text and graphic sources. Fifth-grade students show some degree of mastery in reading by demonstrating their ability to use context clues and structural analysis to determine word meaning, recognize homonyms and antonyms in grade-level text, and identify important details, sequence, cause-and-effect relationships, and lessons embedded in the text. Sixth graders demonstrate some degree of proficiency on reading content by demonstrating their capacity to determine word meanings and the meaning of some idiomatic expressions. Students identify author's purpose, extract information from simple graphic forms, and paraphrase text information.

Supporting information can be found on the Tennessee Department of Education's website (http://evaas.sas.com/tn_reportcard/welcome.jsp?Main=1&ID=791&School=145).

Use of Assessment Results

Maintaining an integrated approach to school improvement demands that our faculty and staff fully understand school assessment data. Understanding such data helps us to maintain the integrity of our system of instruction, plan appropriate professional development, and refine the school's operations. Assessment data is used not only for ranking, sorting, classifying student information but also for modifying instruction to obtain desired performance results. Familiarity with the school's assessment data also allows the school to establish clear, measurable goals/outcomes. The curriculum is designed and/or adjusted to help students reach these outcomes. Regular assessments allow us to determine the extent to which the students are achieving the learning outcomes.

In addition to focusing on student-learning outcomes, the faculty and staff at Delano strive to build a professional learning community, where administrators and teachers share a common and reflect on daily teaching practices. To meet this end, the faculty and staff engage regularly in data-driven dialogue, which requires participants to practice norms of collaboration and gain skills in data analysis. All participants learn to distinguish data from inference, to test out interpretations of data with additional data and relevant research, and to explore possible causes of performance problems. Such collaborative inquiry lays the groundwork for school decision-making and the establishment of a school-wide action plan. Collaborative inquiry also helps us to identify strengths in teacher performance and generates a forum for shared practices among teachers. Sharing best classroom practices is particularly important for novice teachers or teachers with below average performances.

Information obtained from data-driven dialogue allows the school to establish appropriate teacher-performance scaffolds for less experienced teachers in order to meet school-wide performance goals. Data-driven dialogue identifies veteran teachers who can offer support to new/inexperienced teachers. Data analysis is used to assess the efficacy of the support structures, and adjustments are made accordingly.

Communication of Assessment Results

Delano employs a number of strategies to keep stakeholders informed of student performance. The school provides parents with frequent documentation of students' academic performances. This information is reported in a variety of documents such as daily reading reports, biweekly progress reports, report cards, P. T. A. meetings, and monthly calendars. Daily reading reports helps students and parents to identify strengths and weaknesses in reading accuracy and lays the initial groundwork for further communication between parents and teachers. Biweekly progress reports is another communication tool employed to keep students and parents informed about community progress. Like daily reading reports, biweekly progress reports set the stage for communication between teachers and parents while allowing parents the opportunity to seek further academic consultation. Parents are provided such consultation by the school during parent-teacher conferences. Additional communication is published in the school's monthly calendar. This document informs students and parents about upcoming school events.

Other communication strategies used by the school include descriptive measures of student performances. Report cards contain student grades, work habits, and conduct. This information keeps parents abreast of student progress. P. T.A. meetings provide an additional form of school communication. Such meetings allow the school to establish a forum for discourse with the surrounding community while giving all stakeholders the opportunity for free expression. PTA meetings also present an occasion where the school can share school successes and the school's initiatives. In addition to P. T.A. meetings, the school's site-based leadership council meetings provide a forum for communication between the school and community members. During such meetings, members of the council voice opinions and concerns.

The Sharing of Best Practices with Other Schools

The faculty and staff at Delano are committed to sharing the school's best practices with teachers throughout school districts across the United States and abroad. We gladly open our doors to educators that are seeking ideas for practice in their unique educational settings. To meet this aim, we have opened collegial meetings to visitors. Such meetings often take the form of spontaneous, informal chats or formal interactions; however, we believe that more formally structured meetings enable everyone's participation. Each year, teachers make district presentations to conscientious professionals who are looking for solutions to problems. Teachers share new teaching ideas, classroom experiences, and academic literature.

Although teacher time is often limited, our teachers always take time the share the school's successes. Classroom observation is one manner in which teachers share the school's best practices. Through collaboration with local colleges and universities, pre-service teachers observe classes on a continuous basis throughout the school year. While we share our best practices with educators outside of our workplace, we make it a point to interact with colleagues in our work environment. We feel that regular interaction with colleagues creates and maintains a support structure for our teachers. In addition to sharing our best practices with district colleagues and educators from other districts, we make it a point to share our practices with community stakeholders. For instance, it is quite commonplace for teachers in our work environment to demonstrate classroom practices at P. T. A. meetings and at site-based leadership meetings.

In the near and distant future, the faculty and staff at Delano Elementary will continue to share the school's best practices with educators who are looking to improve their teaching skills. Teachers will continue to share teaching strategies in faculty meetings. Such strategies add a wealth of knowledge to teachers' repertoires of instructional strategies. District-wide presentations are other sharing methods that our teachers will continue to employ. When our teachers present at district events, knowledge of our best

practices become available to a wide audience of educators. Journal publications will be a likely venue for our teachers to share best practices in the future.

PART V – CURRICULUM AND INSTRUCTION

School Curriculum

I. **English/Language Arts –This content area ensures that students can communicate with a variety of audiences, derive meaning from information sources, and use literary knowledge to understand themselves and society.**
   A. Students are constantly engaged in research projects that lead to the delivery of authentic presentations.
   B. Students perform research through the use of research tools as web browsers, journals, and books.

II. **Mathematics -This content area ensures that students can use mathematical reasoning, language, symbols and technology to produce authentic projects and to solve theoretical and real-world problems that require various approaches to investigate, understand, and apply theoretical concepts.**
   A. Students create and conduct surveys among peers in order to generate slide presentations on problems that affect their lives such as obesity.
   B. Students create and deliver slide presentations on measurements of food content so that students can make decisions about healthy eating choices.

III. **Social Studies –This content area ensures that students are able to analyze, interpret and discuss the social systems of different cultures, based on a knowledge of their arts, religions, governments, and philosophies and understand the influences of human interactions, geography, and economy on social systems across time.**
   A. Students create cultural posters that feature the governments, religions, economies, and geographies of individual countries.
   B. Students create slide presentations on timelines of historical events and information on the economy structures of individual countries.

IV. **Science –This content area ensures that students are able to solve real-world problems through scientific inquiry, the application of scientific concepts, and the use of appropriate technology that allow students to communicate ideas and solutions effectively.**
   A. Students entered a local waste management contest and created projects that encouraged local residents to keep their city clean.
   B. Students proposed unique solutions to pollution concerns in their community and used computer-generated graphics to demonstrate their perspectives.

V. **Wellness (Health & P. E.) –This content area ensures that students are able to effectively demonstrate knowledge and skills for good mental, social, and physical health and make sound judgments about the social influences that jeopardize personal, family, and community health.**
   A. Students use computer-generated artwork to create posters in an effort to affirm their commitment to remaining drug-free as they display information on the harmful effects of using drugs.
   B. Students create projects to propose drug-free alternatives such as skating, dancing, and swimming for their peers.

VI. **Arts (Music & Art)-This content area ensures that students are able to communicate ideas, feelings, personal judgments, and attitudes through one or more arts disciplines (dance, music, theater, and visual art) and make connections to other disciplines (math, social studies, etc.).**
   A. Students attend several aesthetic performances throughout the school year and are invited by teachers to engage in discussions about the performances.

B. Students attend assemblies where they learn different cultural art forms that involve African drums and rhythms and Brazilian dance.

Pedagogical Rationale for Reading Curriculum

The reading curriculum at Delano Elementary was chosen to ensure a holistic approach to reading instruction. Such an approach demands that all components of a reading program (phonemic awareness, fluency, vocabulary, etc.) are addressed. Phonemic awareness, word recognition, and fluency in the primary grades form the cornerstone of our reading program. Students learn to recognize and decode printed text in order to develop the fundamental skills needed for independent reading. Primary students learn the alphabetic principle that helps them to sound out new words and build a repertoire of sight words that help them read quickly and accurately with comprehension. By the end of third grade, students demonstrate fluent oral reading, intonation, and timing as appropriate for given texts. Students acquire vocabulary through exposure to language-rich situations that involve reading books and conversing with adults and peers. Reading books help students develop word analysis skills that help students build their vocabulary.

Another feature of Delano's reading program is its focus on acclimating students to the reading process. This process involves introducing students to concepts of print and aiding students in the acquisition of comprehension and self-monitoring strategies. Beginning readers learn how books work and remain engaged with texts while strategic readers learn to self-monitor their comprehension by asking and answering questions about the text, self-correcting errors, and assessing their own understanding. Such strategies are applied to assigned and self-selected texts read in and out of the classroom.

An extension of fundamental reading strategies across disciplines enables students to learn from a variety of text sources. Students learn to apply the reading process to various genres of literature (fables, folk tales, short stories, novels, poetry, etc.) while learning to explain, analyze and critique literary text to achieve deep understanding. The reading process is also applied to various types of informational texts that include essays, magazines, newspapers, textbooks, and instructional manuals. Students learn to attend to text features such as titles, subtitles and visual aids to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of information.

Presence of School Mission in Mathematics Curriculum

The mission of Delano Elementary is to prepare all students to be successful students in the 21st Century. Meeting this goal means preparing all students to read with comprehension, write clearly, perform calculations with accuracy, think, reason, and use information to solve problems. The curriculum content area that most clearly demonstrates the school's efforts to achieve all facets of the school's mission statement is mathematics. In the 21st century workplace, it is imperative that students have the ability to reason, think critically, and make sound judgments. For this reason, we focus our efforts on assuring that students learn to compute accurately and make reasonable estimates using technology-supported and mental methods. Using appropriate units, tools, and technologies, students estimate and measure to a required degree of accuracy and precision.

In an effort to prepare all students for the performance-based workplace that awaits them, the core of our work in the mathematics content area focuses on assuring that all students can pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Likewise, the future workforce will require students to develop and evaluate inferences, predictions and arguments that are based on data. In this respect, it is extremely critical that daily practices of faculty and staff reflect the ideas embedded in the school's mission statement. Such ideas guide our efforts to prepare students for a society that is

rapidly becoming increasingly complex. The involvement of students in abstract tasks that involve algebra and geometry is another example of Delano's commitment of preparing students for the 21st century. To meet the critical-thinking requirements of the future workplace, we provide opportunities for students to employ spatial reasoning, examine properties of geometric objects, and explore transformations in order to analyze mathematical situations and solve problems. Students also use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Other mathematical tasks cross academic disciplines, requiring students to analyze, model and solve problems using various representations such as tables, graphs and equations.

A Variety of Instructional Methods

At Delano Elementary, teachers employ a number of instructional methods to improve and maintain an environment for student learning. Questioning, a valuable teaching strategy when thoughtfully implemented, is an instructional method used frequently to meet this end. Teachers engage in collegial planning to formulate key questions to provide structure and direction for students. Questions pertain to material that is fundamental to the concepts or principles being taught. Lower-level cognitive questions evaluate student preparation and comprehension through review and summarization techniques. High-level cognitive questions encourage critical thinking, problem solving and stimulate students to assume greater responsibility for seeking information on their own. While it is important to utilize questions of all cognitive levels, the greater proportion of questions aims to develop the cognitive skills of comprehension, application, analysis, and synthesis. Such questions are implemented in both large and small groups and help students understand the broadest implications of the content presented.

Modified lectures, while used minimally, are additional techniques that our school employ to increase student achievement. Guided lectures help our students synthesize lecture material, enhance their listening skills, and develop their note-taking skills. Feedback lectures, designed around a supplementary study guide, are used to provide students with learning objectives, assigned readings, and pre- and post-tests. Using this instructional method requires students to form dyads or triads to discuss questions provided by the teacher or the study guide. Although quite effective, feedback lectures require extensive planning and preparation for teachers. The disadvantage to the instructor is the extensive planning and preparation required to implement this teaching strategy. Responsive lectures provide a forum in which students generate open-ended questions for the teacher on topics pertinent to the subject content. These sessions are held on a weekly basis depending upon available class time.

Teachers use brainstorming techniques to ensure that students participate in and help create the instruction. While this technique is less time efficient for information transfer than other methods, it actively engages our students in the learning process. During the process, the ideas are categorized or placed in groupings by the teacher with the students' guidance. The benefit of using this technique is that students spend their time thinking about and organizing the salient concepts and points of the topic as opposed to simply recording information.

Impact of Professional Development on Student Learning

The desired results for student learning form the cornerstone of our professional development program. The Delano School Improvement Team works with the staff, administrators, parents, and community representatives to develop a shared vision for student learning. This team begins its work by reviewing the school's beliefs and mission statements, as well as the latest findings in educational research and future trends related to defining expectations for student learning. We also review our state standards for student learning and our current district instructional objectives. Survey and achievement test data are compared to state and local standards in order to analyze teacher needs for training and initiate the annual

redesign of our professional development plan. The annual redesign of our professional development program provides a clear indication to all of our staff of our priorities for improvement involve.

Our professional development program begins with critical needs for student learning identified in the school improvement plan. Teachers attend workshops to build an understanding of research-based instructional strategies to promote students' achievement of target goals for their learning. Peer coaching and guided practice are used to support the implementation of the recommended strategies. Collegial planning sessions further refine the application of the strategies by teachers sharing ideas and clarifying any difficulties that teachers may encounter in implementing the strategies.

The 2003-2004 school year is the clearest example of the impact of our professional development program on student learning. During this period, Delano Elementary received straight A's in the state's value added assessment, which highlights the schools performance gains, and was 100 percent proficient for student writing on the state writing assessment. The progress made in recent years is indicative of the success of the School Improvement Team and school personnel in identifying critical needs for student improvement. Without a doubt, our needs analysis-to-action approach to school improvement and the planning of professional development form the fabric of our academic program.

STATE CRITERION-REFERENCED TESTS

Subject ___Mathematics_____ Grade ____3____ Test _____TCAP_____

Edition/Publication Year ____1997_____ Publisher _____CTB McGraw Hill_____

Testing month	April	April
	2003-04	2002-03
SCHOOL SCORES		
% At or Above Proficient	89	95
% At or Above Advanced	40	40
Number of students tested	45	42
Percent of total students tested	100	100
Number of students alternatively assessed		
Percent of students alternatively assessed		
SUBGROUP SCORES		
1. Black		
% At or Above Proficient	89	95
% At or Above Advanced	40	39
Number of students tested	45	41
2. Economically Disadvantaged		
% At or Above Proficient	87	94
% At or Above Advanced	41	38
Number of students tested	39	34
STATE SCORES *		
% At or Above Proficient	80	79
% At or Above Advanced	30	31

* State percentages for 2003-04 were not disaggregated by grade. Percentages given are for grades k-8.

Note: Three years of CRT/NRT data does not exist for comparison. The federal accountability model changed from NRT to CRT beginning in the 2002-2003 school year and the state followed suit; therefore, this document contains two years of CRT data and one year of NRT data. For federal accountability purposes, the state reports data for grades three and five.

STATE CRITERION-REFERENCED TESTS

Subject ___Reading___ Grade ____3____ Test _____TCAP_____

Edition/Publication Year ____1997_____ Publisher _____CTB McGraw Hill_____

Testing month	April	April
	2003-04	2002-03
SCHOOL SCORES		
% At or Above Proficient	91	95
% At or Above Advanced	31	24
Number of students tested	45	42
Percent of total students tested	100	100
Number of students alternatively assessed		
Percent of students alternatively assessed		
SUBGROUP SCORES		
1. Black		
% At or Above Proficient	91	95
% At or Above Advanced	31	22
Number of students tested	45	41
2. Economically Disadvantaged		
% At or Above Proficient	90	95
% At or Above Advanced	36	21
Number of students tested	39	34
STATE SCORES *		
% At or Above Proficient	83	80
% At or Above Advanced	31	31
* State percentages for 2003-04 were not		
disaggregated by grade. Percentages given are		
for grades k-8.		

STATE CRITERION-REFERENCED TESTS

Subject ___Mathematics_____ Grade ____5____ Test _____TCAP_____

Edition/Publication Year ____1997_____ Publisher _____CTB McGraw Hill_____

Testing month	April	April
	2003-04	2002-03
SCHOOL SCORES		
% At or Above Proficient	98	100
% At or Above Advanced	50	44
Number of students tested	40	34
Percent of total students tested	100	100
Number of students alternatively assessed		
Percent of students alternatively assessed		
SUBGROUP SCORES		
1. Black		
% At or Above Proficient	98	100
% At or Above Advanced	49	44
Number of students tested	39	34
2. Economically Disadvantaged		
% At or Above Proficient	100	100
% At or Above Advanced	53	45
Number of students tested	32	22
STATE SCORES *		
% At or Above Proficient	80	80
% At or Above Advanced	30	31

* State percentages for 2003-04 were not disaggregated by grade. Percentages given are for grades k-8.

STATE CRITERION-REFERENCED TESTS

Subject ___Reading___ Grade ____5____ Test _____TCAP_____

Edition/Publication Year ____1997_____ Publisher _____CTB McGraw Hill_____

Testing month	April	April
	2003-04	2002-03
SCHOOL SCORES		
% At or Above Proficient	100	100
% At or Above Advanced	37	53
Number of students tested	40	34
Percent of total students tested	100	100
Number of students alternatively assessed		
Percent of students alternatively assessed		
SUBGROUP SCORES		
1. Black		
% At or Above Proficient	100	100
% At or Above Advanced	36	53
Number of students tested	39	34
2. Economically Disadvantaged		
% At or Above Proficient	100	100
% At or Above Advanced	37	59
Number of students tested	32	22
STATE SCORES *		
% Proficient	83	79
% Advanced	31	31
* State percentages for 2003-04 were not		
disaggregated by grade. Percentages given are		
for grades k-8.		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject _____Mathematics_____ Grade ___3___ Test _____TCAP_____

Edition/Publication Year _____1997_____ Publisher _____CBT McGRAW-HILL_____

Scores are reported here as (check one): NCEs __√___ Scaled scores _____ Percentiles

Testing month	April
	2001-02
SCHOOL SCORES	
Mean NCE	54
Number of students tested	49
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Black	
Mean NCE	54
Number of students tested	47
2. Economically Disadvantaged	
Mean NCE	54
Number of students tested	47

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject _____Reading_____ Grade ___3___ Test _____TCAP_____

Edition/Publication Year _____1997_____ Publisher _____CBT McGRAW-HILL_____

Scores are reported here as (check one): NCEs __√__ Scaled scores _____ Percentiles

Testing month	April
	2001-02
SCHOOL SCORES	
Mean NCE	54
Number of students tested	49
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Black	
Mean NCE	54
Number of students tested	47
2. Economically Disadvantaged	
Mean NCE	54
Number of students tested	34

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject Mathematics Grade 5 Test TCAP

Edition/Publication Year 1997 Publisher CBT McGRAW-HILL

Scores are reported here as (check one): NCEs √ Scaled scores _____ Percentiles

Testing month	April
	2001-02
SCHOOL SCORES	
Mean NCE	49
Number of students tested	45
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Black	
Mean NCE	49
Number of students tested	45
2. Economically Disadvantaged	
Mean NCE	49
Number of students tested	31

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 5 Test TCAP

Edition/Publication Year 1997 Publisher CBT McGRAW-HILL

Scores are reported here as (check one): NCEs √ Scaled scores _____ Percentiles

Testing month	April
	2001-02
SCHOOL SCORES	
Mean NCE	53
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Black	
Mean NCE	53
Number of students tested	46
2. Economically Disadvantaged	
Mean NCE	51
Number of students tested	31